FEB 8 1928

Journal of EDUCATION

BOSTON, MASS.
Vol. CVII, No. 6

February 6, 1928

TEN CENTS A COPY
BY THE YEAR, $3.00

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

IF A PUPIL of yours made change for you and gave you less than he should, would you be satisfied?

WHY, then, shouldn't every pupil be also required to be 100% correct in arithmetic?

IF you believe this, you will find the the best training in the new

STRAYER-UPTON ARITHMETICS

Lower Grades, $0.72 Middle Grades, $0.76

Higher Grades (In preparation)

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

GUIDE BOOKS TO LITERATURE

ENGLEMAN and McTURNAN

Books One, Two and Three
For Junior High Schools

THE BEST READERS

"We have used the GUIDE BOOKS TO LITERATURE by Engleman and McTurnan for the past two years, and they have proved to be very satisfactory. The bright pupils have said, 'They are the best readers we have ever had.'

"The slower pupils like the stories very much, and the teacher can adapt the lessons to suit the ability of the pupil because there is such a wide range of material in each book. I like Book Three for the Ninth Grade particularly well."

Principal of a Junior High School,
San Francisco, California

Write for Brochure

LAIDLAW BROTHERS
2001 Calumet Ave. Chicago
36 West 24th St. New York

Improved Child Accounting

The *McAllister-Otis Child Accounting System,* just published, provides a compact, easily used arrangement of school records and reports. It is wholly modern. It recognizes that the individual child is the fundamental unit of child accounting and that the best system functions primarily for his welfare.

The authors have simplified the mechanics of the system so that it is nearly 100% efficient. There are few forms, yet all essential data is included and some needed new items are added. The page size of all forms is uniform to fit into a loose-leaf binder.

Distribution of work among central office, principal, and teacher makes the system checkable and comprehensive.

Child Accounting System insures a sound and effective basis for school management. It will notably assist in the modern practice of adapting the educational program to the differing capacities of children.

Send for illustrated description

WORLD BOOK COMPANY
Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland and Manila

NEW HEATH LATIN SERIES

W. L. Carr, General Editor

SECOND LATIN LESSONS

By Little and Parsons

To follow FIRST LATIN LESSONS by the same authors. The reading material of FIRST LATIN LESSONS deals with three central themes which are intended to introduce the pupil to the life and ideals of the Roman: namely, Roman home life, classical mythology, and Roman courage and patriotism. In SECOND LATIN LESSONS these three themes are continued with the addition of certain phases of Roman literature, history and geography. The two books provide all the grammatical and reading material needed for the first two years of Latin as recommended in the General Report of the Classical Investigation and as defined by the College Entrance Examination Board.

D. C. HEATH AND COMPANY

BOSTON NEW YORK CHICAGO ATLANTA
DALLAS SAN FRANCISCO LONDON

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR FEBRUARY 6, 1928

EDITORIALS:—
The Journal and the Convention 139
Greetings of the Holidays 139
Boston University's Record 140
Ethics in Education 140
Promotion of Bird Study 140
Friends of the Mexicans 140

JOSEPH BALDWIN 141
By A. E. Winship

BELDING'S PAGE 143

THE TEACHER'S VOICE 144
By John C. Daniel

FACTS AND ONE'S MIND 145
By Emily Selden

SPANISH IN THE SCHOOLS 146
By O. K. Davis

TOAST TO THE SCHOOL 147
By Joy Elmer Morgan

WHAT IS EDUCATION? 148
By Richard Knowles Morton

MEN OF ACHIEVEMENT 150
By John G. Wolcott

THE WORLD'S VICTORS (Poem) 151
By Nixon Waterman

PERSONAL AND PROFESSIONAL 152

STUDY AT OXFORD, ENGLAND 153

YOU ANSWER THAT (Poem) 153
By Adelaide Wojta

SCHOOL PROBLEMS 154

CHARACTER CHATS 155
By Joseph B. Egan
The Illuminating Fig 155
Trees 155
Lead, Kindly Light 155
Respect For Others 156
The Lamp of Faith 156
How Character Chats Are Best Utilized 156

EDUCATION IN ACTION 157

TREND OF THE TIMES 159

THE BOOK TABLE 160

GRINS BETWEEN GRINDS 161

JOURNAL MAIL BAG 162

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

The Journal and the Convention

THE editors of the Journal of Education look forward with joyous anticipation to meeting many of their readers in Boston, at the convention of the Department of Superintendence, National Education Association, which opens February 25. There is every indication that this gathering will be one of the most memorable in the history of American education.

If you come to the Convention, as we hope you will, be sure to drop in at Booth 131, Mechanics Hall, some afternoon, and have a cup of tea with the editors. State Superintendent Blair has called this convention "Winship's Boston Tea Party." Barring some unforeseen disaster, the Journal will be there with the tea—and you will be given cordial greeting.

The Journal for February 20 will be a special Convention number. It will be by far the largest number of this magazine ever printed. We believe it will also be one of the best and most attractive in every way. Let us know if by any chance you do not receive the February 20 issue.

As soon after the Convention as possible, a report number will be published. You'll not want to miss that, either.

Stanford University reports a million dollars in gifts in 1927.

Greetings of the Holidays

MORE than ever before did the Christmas and New Year greetings fit into school life. There was something in all of these greetings which had a note of peace in service and prosperity in prospect. Superintendent James H. Harris of Pontiac, Michigan, magnified this in his personal greetings to every one in school service in his city. He suggested the "Peace on Earth, Good Will to Men" should promote "Peace among ourselves in all our personal relations and not merely as Peace as over against War—good will among ourselves, in our own group and community, not merely a pious and meaningless wish."

The State University of Washington has dedicated a six-hundred-thousand-dollar Field House.

Boston University's Record

THERE are now forty-one active college or university presidents who are graduates of Boston University, and there are twenty-three other living graduates of Boston University who are former presidents of colleges and universities. We call attention to this because the latest university president elected was James E. Coons, of the Boston University School of Theology, to the presidency of Iowa Wesleyan College. It would be interesting to know if any other university has a better record.

Ethics in Education

DR. EDWIN C. BROOME, superintendent of schools, Philadelphia, has a valuable presentation of the subject of "Ethics in Education," in the ninth volume of the George Dana Boardman lectureship on "Christian Ethics," issued by the University of Pennsylvania Press. This volume also contains lectures by Frederick R. Griffin on "Christian Ethics in Everyday Life"; William P. McNally on "The Christian Home"; George C. Foley on "The Originality of Christian Ethics"; and Boyd Edwards on "The Two Roads."

That which makes this volume one of the most significant of the series is "Ethics in Education," by Dr. Broome, who has an exceptional grasp on the responsibility of the school for its influence upon the promotion of civilization today and for tomorrow, and always writes clearly and forcefully.

Of the many important presentations of the problems of character creation through the schools, through the church, in the home, and in society we have seen nothing that covers the whole range of "Ethics in Education" as skilfully, scientifically and religiously in eight thousand words as Dr. Broome treats them in this volume.

The students of the seven State Teachers Colleges of California will have to complete a four-year course leading to a bachelor of arts degree before they can receive a certificate of graduation.

Promotion of Bird Study

THE National Association of Audubon Societies has $30,000 available to help children in bird study. A child who will enroll in a Junior Audubon Club, which means a membership fee of ten cents, will receive a set of six beautifully colored pictures of common birds. Accompanying these pictures there are six leaflets telling about the nesting habits of birds, their food, their winter and summer homes, their travels, their enemies, and many other facts of interest. Each child receives a beautiful Audubon button of some favorite bird in color, which is a badge of membership in the club.

Nearly four million school children have been enrolled in these Audubon Junior Clubs. In 1927 the enrollment was 355,486. All desired information can be obtained by writing to T. Gilbert Pearson, 1974 Broadway, New York City.

Organized Vocational Guidance is a term that meets a present need in order to clarify a new line of activity in high schools and colleges.

Anne Dudley Blitz, dean of women at University of Minnesota, is a new fascination on the educational platform. She knew the girls of her girlhood days and sympathizes with the girls of today. She says: "Unless you have had a rich personal life and remember your experiences, how can you expect to help a young girl who is trying to make adjustments in living in the face of disappointment and cherished hopes?"

The latest geological estimate of the age of the earth is that there have been three million years of the past and a billion years more before anything disturbs its peace and prosperity.

"Friends of the Mexicans"

THE "Friends of the Mexicans" conference was organized seven years ago under the joint auspices of Pomona College and the Department of Elementary Education of the California State Board of Public Instruction. The department was at that time in charge of Mrs. Grace C. Stanley. Of recent years it has been under the direction of James Hoffman Batten, director of regional service of Pomona College. Originally confined largely to teachers interested in Mexican child and adult education, the scope of this conference has widened until it covers practically all problems pertaining to Spanish-speaking population. It annually brings together educators, social workers, agriculturists and others who discuss from the standpoint of practical men and women the mutual interests of the American and Mexican in the Southwest. The conference has resulted in movements toward better housing, better sanitation, better school facilities, and a better understanding of the Mexican temperament and character.

The English Journal, Chicago, the official organ of the National Council of Teachers of English, leads the way in issuing two editions. The regular edition is devoted to senior and junior high schools and the other, "College English," to English in colleges and universities. W. Wilbur Hatfield, H. D. Roberts, and James F. Hosic are the editorial staff.

Joseph Baldwin

By A. E. WINSHIP

[Kirksville, Missouri, on October 20, unveiled a wonderful statue of Joseph Baldwin, the creator of the Kirksville State Normal School, 1867 and 1870. This was the pioneer professional state institution for the training of teachers in the Southwest. The editor of the Journal of Education had the honor of making the memorial address, which is here published in part. Dr. John R. Kirk, long-time president of the college, presided at the memorial services. Eugene Fair, president of the State Teachers College at Kirksville, made the address at the unveiling. A daughter of Joseph Baldwin graced the occasion with her presence, and a great-grandson of Dr. Baldwin unveiled the statue. The state superintendent of education, Dr. Charles A. Lee, brought the greetings of the state, and Miss Turk, president of the State Education Association, spoke for the profession of the state. It was in every way one of the most impressive educational functions of which we have known.]

WE DO well to honor the memory of Joseph Baldwin, a noble professional personality, to whom more than to any other man is due the educational grandeur of the entire Southwest—a mighty Empire in itself.

Joseph Baldwin was a peerless pioneer, an heroic champion of professional education, a knightly crusader for civic righteousness, and his place in history can be left to his achievement rather than to sentiment which too often controls biographical estimates.

It is only sixty years since Joseph Baldwin, at forty years of age, came to Kirksville on a professional mission to the germanent Southwest, with a message still vibrant from the Mississippi to the Rio Grande.

It is well that this memorial service should be in Adair County, for one who heralded an educational gospel found a sincere and sympathetic welcome here in 1867, sixty years ago.

For ten years Joseph Baldwin, as a bird of passage, had sought a nesting place at Platte City and Savannah, Missouri, and had fluttered hopelessly about St. Joseph, but it was Adair County that recognized in him the forerunner of a great cause and nowhere at any time since the landings at Jamestown and Plymouth has there been a more distinct beginning of a great movement than in Adair County's welcome to Joseph Baldwin, who needed the heroic devotion of this county as much as it needed his vision.

From 1867 to 1871 the sympathetic loyalty of Northeast Missouri and the professional aspiration of the people for better teaching by better teachers made Joseph Baldwin's private Normal School sufficiently successful to create a crusade of the citizens of the county such as had never been known, we suspect, in any other county of its size and wealth.

There was no State Teacher Training institution from the Ohio River to the Gulf or from Minnesota to the Gulf, and Kansas and Nebraska only had such institutions from the Missouri River to California, and those states were thus favored because their pioneers were educational enthusiasts from the Far East.

Adair County was the outpost for professional training of teachers in what was to be a group of empires. We are today in a holy place, made sacred by Joseph Baldwin, Judges of Adair County—Jacob Sands, A. H. Linder, and W. H. Parcels—and citizens of the county who in September, 1870, voted 629 to 189 for a bond issue of $50,000 for the location of the first State Normal School of the vast Southwest. In the township in which Kirksville is the vote was 413 to 2. Only two voters in the township were individualistic and antagonistic enough to hesitate in that crisis. Fortunately it will never be known who they were.

St. Louis, which had a population of 10,000 when Chicago had fewer than one hundred, was aspiring to be the metropolis of the West, enjoyed the distinction of having among its teachers William Torrey Harris, destined to be one of the foremost public school educators of the world at the turning of the tide from the nineteenth to the twentieth centuries.

The year that Joseph Baldwin came to Kirksville William T. Harris became superintendent of St. Louis and as long as Joseph Baldwin was in Kirksville Harris was superintendent of the metropolis of the Southwest.

When Joseph Baldwin was an educational evangelist in Northeast Missouri he discovered, as a diamond in the rough, James M. Greenwood, who would never have been heard of scholastically but for this accidental discovery. This young man was one of Baldwin's faculty at a critical time, and when Joseph Baldwin left Kirksville, Greenwood was beginning his forty years of famous superintendency of Kansas City, Missouri.

The noble inspirational backing which Harris from St. Louis gave Baldwin, Baldwin passed on to the superintendent of the city that was the gateway to the empire which Baldwin was to dominate professionally the rest of his life.

Kirksville knew Baldwin at forty years of age. Now let us think of him in his native state at twenty years of age. Pennsylvania in the first thirty years of the nineteenth century made several famous contributions to public and professional education. We have seen no educational address comparable to that of Thaddeus Stevens in the Pennsylvania Legislature in 1835. The state had adopted an heroic public school plan under the inspiring leadership of the Governor, but more than two-thirds of the Legislature of 1835 were elected to repudiate that first admirable State

public school law in the New World.

Thaddeus Stevens was the most uncompromising anti-slavery statesman in the United States, and the Governor of Pennsylvania at that time was one of the most vitriolic enemies of Mr. Stevens who was not supposed to take any interest in this legislative controversy. In the crucial session of the consideration of the bill to repudiate the Governor's law all the effective arguments had been against the bill when Mr. Stevens rose and, club-footed as he was, hobbled to the front, and made an address for the bill. He changed the two-thirds opposition to the school law to two-thirds for it.

At this time Joseph Baldwin was an eight-year-old Pennsylvania lad. James Pyle Wickersham was two years older than Baldwin and William H. McGuffey, thirty-five years, caught the full force of Thaddeus Stevens' famous appeal for the first great progressive public school state law in the New World.

The education of McGuffey and Wickersham had a religious flavor, both had an intense longing for an education and each was helped thereto in what they considered a providential way. McGuffey got in the atmosphere of Southwestern Ohio when that state was ablaze with scholastic zeal. Oberlin, Athens, and Miami were really old institutions for the world beyond the Alleghenies when Wickersham and Baldwin were born and McGuffey at Miami was leading the professional scouts of the Ohio River region.

Although Wickersham was only two years older than Baldwin he had got his education and had established the Millersville State Normal School which set the pace of academic professionalism of all State Teachers Colleges of Pennsylvania and of the South Atlantic and Gulf States. Joseph Baldwin received his professional baptism at Wickersham's Millersville State Teachers College and the professional consecration at that shrine was responsible for his professional evangelism which made him a sort of circuit rider in Indiana, where Major J. B. Merwin of St. Louis discovered him for Kirksville.

There should be a memorial somewhere to Major Merwin, who discovered more educational game, lassoed and tamed more talent running wild than did any other professional sportsman sixty years ago. As editor and proprietor of the first and best educational magazine in the Southwest and lecturer at Teachers Institutes the platform fervor of Joseph Baldwin captivated him and it was Merwin's broadcasting of Baldwin's genius that rescued him from itinerancy to a local pastorate, as it were, in a professional gospel ministry in Kirksville.

Joseph Baldwin could establish an educational camping ground in Adair County, but he could no more be content to be tethered here than a fox can enjoy being caged, and he lectured all through Northeast Missouri, and was on all sorts of programs all through Missouri, broke out of bounds and was capering in Texas whose boundlessness appealed to his pioneering spirit.

We can imagine the heart throb of Joseph Baldwin, who had no more worlds to conquer in Missouri, when he received an invitation from the Peabody Board, that had made Nashville the professional Mecca of the South, to make an educational lecture tour in Texas.

Those of us who can recall Joseph Baldwin can see him chafing at the bit when he heard the bugle call from Texas.

And the time had really come for him to go. He was an explorer rather than a builder. His masterpieces were for high places, rather than polished as household ornaments.

Once on the platform in Texas the electrifying zeal of his audiences gave a sympathetic thrill to his soul and the glow and glory of a Texas audience awoke all the pioneer fire within him and he could no more have come back to Kirksville to putter with routine details that inevitably clutter up an administration until an institution is big enough to have deans and departments, than a race horse can enjoy walking ahead of a cultivator between rows of corn or potatoes.

To create the first State Normal School in the Empire State of Texas brought back all the fire and fireworks of the early days in Kirksville and Missouri. He was fifty-five years old when he built the institution at Huntsville and only forty years old when he came to Kirksville. A man at fifty-five is as different from a man of forty as an eight-cylinder car is from a four-cylinder. It uses less of its power in starting the machine.

It was four years after Joseph Baldwin came to Kirksville with a private Normal School before he had a real State Normal School, but it was hardly four months after he got in Texas before he had the famous Sam Houston State Teachers Normal School in action.

It was easier for Baldwin in Texas to become director of a School of Education in the State University at Austin than it was to iron out the wrinkles in details in frictional Missouri.

Huntsville was a country village as compared with Kirksville forty years ago, but it was in Texas, the land of big things, that was to exchange long-horned, slab-sided cattle for the short-horn breed, that made baby-beef more luscious than the venison of England, that Joseph Baldwin could tackle the transforming proposition with pen as well as with voice, and he wrote the educational "blue book" that established the standards for professional culture of the entire Southwest and reacted upon the entire Middle West, yes, strayed back to his native Pennsylvania, and challenged the supremacy of Wickersham's "School Management," yes, in New England boldly faced Page's "Theory and Practice."

Belding's Page

AIRMINDEDNESS

IT IS hard for the schools to keep their feet on the ground these days. This is to be taken literally. Eighty superintendents were recently summoned into conference by the Guggenheim Fund for the promotion of aeronautics, to devise a program of air education.

The American public has not progressed rapidly enough in the direction of airmindedness to satisfy the aviation enthusiasts; so they are going to start with the children.

And only one superintendent out of eighty in the larger cities of the country made any objection. So reads the announcement from the fund headquarters.

Again the three R's will be asked to stand in a corner while part of their allotted time is taken away from them.

When railroad trains were introduced—or, again, when horseless vehicles running on rubber were offered to the public—no organized propaganda sought to inculcate the truth about these new modes of transportation in the minds of boys and girls.

Aviation is not held back by anything more serious than the "Git a hoss" prejudice of the late 'nineties. The apostles of the new art are in a hurry. Every school boy knows the essential facts of Colonel Lindbergh's demonstrations. More performances of a similar nature will turn the trick of making the next generation airminded, without any studiously devised additions to an already overburdened curriculum.

BESIDES SCHOLARSHIP

EDUCATION is usually regarded as an affair of the head rather than the heart. Of course, it is both. The aim of true teaching is to produce trained and cultivated minds, not alone, but in company with sound character. Discipline of the mind tends toward discipline of the spirit. The cultured villain is not so common as may be supposed. Yet he does exist. And to the extent that he does, he represents a failure of the schools, the colleges, and the other agencies which have had a part in moulding him.

Because education is so closely concerned with the head, the fitness of men and women for educational work has been largely judged by their scholarship alone. Authorities have jumped to the conclusion that any person who has attained considerable knowledge and high scholarly rating is thereby qualified to teach.

Because all who teach must know, it has been assumed that all who know can teach.

Now there are two main fallacies in that assumption.

The first is obvious in the mere statement of it. Some men and women who have absorbed a great deal of knowledge and have been able to make their brains function along studious lines are sadly lacking in the faculty of imparting what they have received and developed within themselves. How many colleges can boast that they have no learned specialists on their faculties who drone out unintelligible lectures? How many secondary schools, even, are completely free from the scholarly teacher who can build no bridge across the chasm separating his or her mind from those of the students?

The second error in the assumption that all who know can teach, lies in the fact mentioned at the beginning. Teaching must and does affect character. It touches the head and also the heart. Actions speak louder than words—a teacher's actions especially. The instinct to imitate is strong in young persons. They consciously or unconsciously grow to be like their teachers. The teacher's attitude toward life is subtly moulded into their being, so that it becomes their attitude. Pupils are strongly moved by suggestion; more strongly than by commands, for these create a resistance while suggestions gain free access through wide-open doors.

Fairly high standards of professional character are demanded in most schools up to college grade. Some communities and boards of education go about it quietly to obtain none but the right sort of teachers. Others establish absurd barriers against applicants who chew gum, bob their hair, or are otherwise below par in outward and conventional practices. The main question, on the heart or character side of teaching, needs to be concerned with something below the surface. If the general purpose and attitude are right, all else is likely to follow.

Colleges and universities, in selecting their faculties, have been unduly desirous to obtain candidates equipped with doctorates—regardless, almost, of their abilities to get anything across to their students, or the probability that they will get the right things across to them in terms of conduct and a wholesome view of life.

It is an educational crime to entrust immature lives to the guidance of those who cannot effectively instruct or who exercise a baneful influence upon behavior and that whole bundle of attributes which go to make up life.

Anson W. Belding

Associate Editor.

The Teacher's Voice

By JOHN C. DANIEL

Superintendent of Schools, Darlington, S. C.

THE teacher's voice is a factor of such potential possibilities in the teaching process that it deserves more than passing notice. It plays a prominent role in elevating or in lowering efficiency in teaching standards. In many instances its presence operates like "an electro magnetic field whose current is always on; its influence is constantly operant; it may enlarge, enrich, ennoble; it may depress, degrade, deaden. The influence of the teacher may be summed up in her personality, and her personality is revealed through the medium of voice. Her refinement, sympathy, tact are clearly reflected in her tones; her physical vigor, intellectual alertness, emotional response, and life attitudes are magically mirrored and accurately registered in her tonal accents and tonal colors. Since the voice has such an overshadowing place in the process of teaching it is well to consider some of its qualities and uses that may help or hinder the effectiveness of teaching.

Most teachers talk too much. The situation that greets us as we enter some classrooms reminds us vividly of the famous phonograph advertisement, "His Master's Voice." The talking machine represents the vocal activity of the teacher, while the "dumb little dog" represents the inactivity of the pupil. Stenographic reports of eighteen recitations, in a recent survey of the city schools in New York, revealed the fact that the eighteen teachers in these recitations used nineteen thousand words, while all the pupils in the eighteen classes used only five thousand words. Here the teachers did eighty per cent. of the talking, and all the pupils combined did twenty per cent. This is not a good showing for either teacher or pupils.

Such over-use and abuse of the voice produces passivity on the part of the pupils, impairs their initiative, crowds out their powers of vigorous thinking, promotes idleness, reduces purposeful activity, and destroys intellectual curiosity. Pupils are "gassed" into an unconsciousness of their own mental powers; they are deprived of that basic, socialized training needed for training in good citizenship; they are not given a square deal because their *impressions* are not allowed adequate *expression*.

Occasionally we observe a teacher utterly oblivious to the monotonous reverberations of her own voice while she stands at the board explaining an individual problem to an individual pupil in strident tones that vibrantly penetrate every nook and corner of the room. Again she stands by the desk of a pupil giving him individual assistance, but in tones that seem intended for the ears of the whole class. Again she shouts to a pupil in the far corner of the room, commanding him to get busy. It has never dawned upon her that she is seriously disturbing others in the class. She doesn't realize that she should give private instructions to individual pupils in subdued tones, and at times even in a whisper. She doesn't perceive that such a procedure puts on edge the nerves of the pupils, disrupts their attention, prohibits concentration; inspires other voices, other noises which frequently border upon demoralization and even insubordination. Again the teacher invades the territory of the children when she says "all right" to almost every response of the pupil and in addition repeats most of the answers given by the children. She has not carefully studied and put into practice the art of questioning, nor considered the value of the socialized recitation. She asks too many choppy memory questions, ignoring the fine opportunities for utilizing the twenty different types of thought-provoking questions.

Some teachers who use the voice too freely resort to questionable methods in bringing about a larger share of pupil participation in the recitation. For instance, questions similar to the following are often asked:—

"Wade Hampton was the hero of '76, wasn't he?"

"Yessum," comes lustily from the throats of all

"Wasn't he largely responsible for ousting the carpet-bagger from South Carolina?" "Yessum" in concert.

"France has an army, hasn't it?" Another "Yessum."

Teachers should not be misled as to the value of such leading questions. Both questions and answers are without value. Pumping questions are even worse. Leading questions and pumping questions are useful only in cutting off all thought currents of the pupils.

The teacher should strive to be economical in the use of her vocal powers. She should scrutinize carefully her own utterances for a single day, noting the number of times her speech lacked purpose. She should discover how many times in a single day her voice could be saved by the use of a nod, a whisper, a note, a smile of approval, or a frown of disapproval. Personal conferences in subdued tones are often more effective than the "bawling out" process. In fact, scolding and nagging should be entirely omitted from the teacher's vocabulary.

There are teachers who seem to think that by raising their own voices they can reduce noise and

confusion in the class. But experience proves that a noisy teacher makes a noisy class. There are possible occasions when a sharp, clear-cut rebuke may seem necessary; there are times when a teacher may be justified in raising her voice to a startling pitch, but at such times she should keep complete control of it, and should not forget to come back at once to the eloquence of a quiet, natural conversational tone.

The voice, then, should be carefully guarded, carefully and economically used. If it is faulty, the teacher should not on that account become discouraged, for with faithful, persistent, determined effort the voice may be wonderfully improved. If harsh, it may be softened; if too loud, it may be lowered, and should be; if too voluminous, it may be checked, and should be; if lacking in emotional color, it may be animated by suffusing it with a deeper and a more sympathetic feeling; if monotonous, it may be varied in tone, in range, in timbre. Flexibility is essential for best results. Witchery and enchantment follow in the wake of a beautiful, well moduated voice as it plays in graceful and rhythmic cadence with all the lights and shadows of the emotions. Such a voice has power inherent to direct, to lead, to control, and to inspire. It is the teacher's most precious possession.

"The voice with a threat will always upset;
The voice with a smile will win all the while."

Facts and One's Mind

By EMILY SELDEN
Cambridge, Mass.

IN PIQUA, which, for your information, is merely a name culled at random from the garden of remembrance, the great god Efficiency stalks supreme. How many, or how few, bars of soap and cleansing powder shall the Marys and the Bridgets mix with the water which they send slithering along the floors and mop-boards of the city hall? So many? Well, then, let them beware, and let the politicians beware; the penalty for waste shall be severe. How much, or how little, coal may be safely used to keep the children warm in school? Heavy, heavy hangs over the head of the janitor, and the politicians, the penalty for an extra quarter ton.

And, in like manner, how many, never how few, facts may be crammed and jammed into the heads of the children? for upon facts, facts, strictly according to schedule, the g.g.E. looks with high commendation, while upon lack of facts is issued the Alician order, "Off with her head!"

Alice Primrose sat in her empty schoolroom. The late afternoon sun sent long lines of dust-moted rays athwart blackboard, maps, desk; across all the array and disarray out of which the children had trooped so gladly, into which many of them, next morning, would return with laggard steps and young minds tight closed against the intake of facts, according to schedule.

The papers upon which Alice Primrose looked, the report book in which she made entries, held the outposts of her consciousness. Forty children, and perhaps twenty of them, sponge-like, successfully sucked up the information in the books. These were her joy and pride—and secret scorn; for these were children such as herself had been, children whose faultless memories absorbed and held pictures of statements, children who did not think in sequences, so that they knew, for example, that Wolfe and Montcalm fell at Quebec not because of a long train of events, political and commercial, leading up to that bloody day, but because the names Wolfe and Montcalm evoked an entirely unrelated picture of two officers in colonial uniforms, and both of them dead. Children who, incredibly, but had she not done it herself? saw, and upon demand described, pictures of spelling, pictures of figures, pictures, pictures.

In her own school and normal school and college days, had not Alice Primrose sailed along, sheets of perfect reports bellying in the breeze that carried her home to the top of every class? Then why leaven her pride in her impeccable twenty with a scorn that would get her nowhither?

True, if Alice Primrose failed to shove the required percentage of her children through, the great god Efficiency would frown, and in his frown she would wither. True, Jennie Slade should not have written, using the word to show that she understood its meaning: The man made an offspring into the water. True, Tommy Stratton should have known better than to say that Robinson Crusoe by Daniel De Foe had just been issued in a new translation. Nor should Bessie Barnes, asked why the title of Les Miserables is never translated, have plunged to her doom by declaring: "Why, of course, it is. It's The Three Mousqueteers!"

Especially must something be done with Jack Turner. Jack, among all her lumberers was the worst. A good two years younger than any of her class, he was incontestably its brightest member, but he met facts with a bland opacity impossible to overcome. Alice Primrose, poring over papers and making entries in a report book, subconsciously worried over her standing if she could not raise the average fact-consumption of her class, resolved to "do something" about Jack

Turner. Jack had been precipitately hoisted from the fifth to the eighth grade by that visiting psychologist who, after four hours of tests, had graded him at sixteen years. And then—nothing. Jack read, spelled, figured—all wrong. Alice Primrose would speak to the principal and the child's mother. Nineteen of her lumberers she could handle. Jack should not be permitted to reduce her average to the point of danger.

The principal sympathized. The mother? Reader, that was an unusual mother.

"I am not surprised," she said, "that Jack's class work is poor. You see, he has no time to study."

Alice Primrose should have said something, obviously, but since she was speechless, that mother went on: "The reason is that he is reading about steam and electricity."

Alice Primrose made faint noises in her throat, and presently the interview ended. Teacher and principal made plans and conceived ultimatums.

And then—a great lecturer came to town. As Alice Primrose left the High School auditorium she ran plump into Jack's mother. Alice Primrose was a just girl; she could acknowledge error in herself. She said to Jack's mother: "I can see now how right you are about that child. After hearing Dr. Winship I can see that the great thing is not whether Jack can correctly place 'We hold these truths to be self-evident,' but that his mind should develop logically."

"Thank you," said Jack's mother. "Jack, by the way, is writing a book on steam and electricity for railroads. His composition book is very nearly full."

Spanish in the Schools

By O. K. DAVIS
Secretary, the National Foreign Trade Council,
New York City

IF BUSINESS men are united on one suggestion for improving the language instruction in American schools with a view to bringing it more in line with the practical needs of the near future, it is to *teach more Spanish*. There is no language which has more rapidly increased in practical use among Americans in the last ten years engaged in all phases of our international commerce, accompanied by greater intimacy and closer understanding with the Latin American peoples who, for their part have turned to the United States as never before to appreciate and embrace the American standard of living.

Similarly, we understand and respect the Latin-Americans, for our part, more than ever before. And we find ourselves committed to selling them one-third of all the manufactured goods exported from this country, a year by year process of intricate mutual dealing in which thousands of young Americans are going to be called on to carry on the connection. No element in our future growth offers more unlimited possibilities than this new understanding between the Americas, and no American with imagination doubts that the future development of Latin America during the twentieth century will rival the growth of our own nation during the nineteenth.

The boldly outstanding fact in American trade development during the last fifteen years is the astonishing progress made by our producers and traders in the art and science of exporting, and particularly of exporting to Latin America, all of whose twenty republics save two speak the Spanish language.

The United States is now the first supplier of goods to every republic in Latin America, except Paraguay, and there is only one per cent. difference between the British trade with Paraguay and ours. The great preponderance of our exports southward is made up of finished manufactures. Practically one-fifth of our entire export trade finds its market in the countries between the Rio Grande and Cape Horn. Our imports from Latin America are habitually greater in value by about a hundred million dollars than our exports to those countries. The total of our foreign trade with them is approximately two billion dollars a year.

This represents an astounding development in the last ten or fifteen years. Our exports to Latin America have more than trebled in value since 1913. In that year our sales to the markets south of the Rio Grande aggregated only about $300,000,000. Last year they were over $900,000,000. In 1910 we furnished 14 per cent. of South America's imports against 86 per cent. by the rest of the world. Last year our share was 28 per cent., and the rest of the world had dropped to 72 per cent.

In Central America and the West Indies combined our share of their import trade grew in the same period from 25 per cent. to 37½ per cent. In Central America alone it increased from 40 per cent. to 66 per cent. No other country in the world has made such a record.

Throughout the whole of Latin-America we are selling more of our products today than are our three principal competitors—England, Germany, and France—put together. Our priority of interest is firmly established, and it is time that this should be recognized at home together with the responsibilities it entails.

WHY AMERICANS HAVE MADE GOOD IN LATIN AMERICA

When we come to an investigation of the reasons for this remarkable development in our valuable trade with these Spanish-speaking countries we find, at once, and every open-minded investigator so reports, that we have greatly improved our understanding of the markets. More and more Americans have learned and are learning the Spanish language, really learning it, getting acquainted with its intricacies and possibilities as well as its beauties. There are thousands of Americans today who are far beyond the *Si, Senor* and *muchas gracias* stage. They can tell the difference between sewing and cooking by sight and sound, and have no more need for an interpreter in a government office or counting house, or, for that matter, in a drawing room than in a restaurant. It counts, has counted and will continue to count.

Along with the improvement in the ability to use the Spanish language there has come vastly better understanding of Latin American psychology and culture. This has been accompanied by a corresponding change in the character and qualifications of American commercial representatives for Latin American countries. "Simp" has been replaced by "Simpático." Brass tactics have given place to tact. I would not undertake to say whether it is better understanding that has produced all the better trade, or whether improving trade has also improved understanding and relations. Surely it is not so very far fetched to infer that better and more widespread knowledge of the Spanish language has had its effect in both directions.

There are, of course, other factors which have contributed strong influence to the improvement of trade and of commercial relations with Latin America. To begin at the foundation, transportation and communication, the two great fundamentals of civilization, have been vastly improved. Steamship service is faster and more frequent, with traveling accommodations as fine as can be found on any ocean. One natural result of this has been an increase of travel both ways. More Americans have visited Latin-American countries, and more Latin-Americans have come to the United States. The addition of 10,000 miles to the American cable system has given us an all-American service all around South America, a factor that is not to be overlooked when considering the causes of trade expansion.

Increasing knowledge of Latin-American countries and peoples has brought inevitably more opportunities for favorable investment of American capital. Such investment has grown with great rapidity, especially in the last few years, until now we have a total of some five billions of American dollars at work south of the Rio Grande, most of them energetically stimulating the production of the countries where they are domiciled. And this also counts, both for better trade and for better relations.

Toast to the School

By JOY ELMER MORGAN

Editor of THE JOURNAL of the National Education Association

Let us magnify the free public school; founded in the idealism of our pioneering forefathers on the Atlantic Seaboard; nurtured on the black soil of the central plains; raised to lofty heights of purpose and achievement in the mountain and pacific states; now recognized everywhere as the chief servant of democratic life; America's choicest gift to civilization; blood brother of the home; necessary companion of a realistic church; the very foundation of an efficient democratic state; a chief concern of every citizen; the birthright of every child; the hope of a better tomorrow.

In the faith that the destiny of the race is in education and that the real makers of history are the molders of youth, let us lift up those who work in the schools that youth may be lifted up. Let us draw the keenest minds, the noblest hearts, the finest spirits from among our young into the teachers colleges; let us train them well according to their gifts and send them forth inspired with their sacred mission; let us reward them with salaries adequate for the good life, with security of tenure, and provision for their later years.

Let us set the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty and selfish things that weaken and destroy a people. Let us know that the race moves forward through its children and, by the grace of Almighty God, setting our faces toward the morning, dedicate ourselves anew to the service and the welfare of childhood.

It would surely seem to any open-minded person, in conclusion, that the language of a great continent—and that portion of the world with which our practical relations are more rapidly increasing than with any other—is not merely important but vital to our schools, and that the appeal for more Spanish in our schools should receive a conclusive and wholly sufficient answer in terms of a curriculum expanded to meet modern needs.

What Is Education?

By RICHARD KNOWLES MORTON
Boston, Mass.

PROFESSOR OSBORN'S great book, "Creative Education," provides us with many valuable statements on the subject of education. We are beginning to realize that discussions on methods, psychology, and the theory of academic or general education are not enough. Our idea of the nature and purpose of education governs our attitude toward all these minor matters which do their part in promoting education.

We have, first, a number of definitions of education. One suspects, however, that these in themselves rarely advance to a great degree our constructive thinking upon the subject. In all aspects of life we are continually encountering values, forces, ideals, substances, principles, which we cannot define and which we understand very imperfectly. But man—educated or uneducated—always needs purposes. His thinking and doing are valuable only as they are purposive and aimed at something finer and higher than he now possesses or conceives.

Professor Osborn, defining an educated man, writes (p. 135): "An educated man is, I take it, one in whom the imaginative faculties, the reasoning faculties, and the observing faculties have all been properly and adequately developed; developed to such a degree that each becomes a usable tool for accomplishing the work in hand to do. This definition, while of value, is by no means sufficiently inclusive; we need more than these faculties for discharging our duties as spiritual, intellectual, and moral beings with family, social, personal, and nation duties and opportunities.

He also defines the liberally educated man in these words (p. 169): " . . . the man who follows his standards of truth and beauty, who employs his learning and observation, his reason, his expression for purposes of production or original creation, that is, to add something of his own to the stock of the world's ideas." This does justice to the creative and constructive impulses which should be aroused and properly directed by education; but it neglects the social and human sides. It stresses the more or less cloistered academic side. The purpose of education is to make all powers and values in life symmetrical, fully developed, and applied to the greatest purposes.

Education seeks to give us the view from the heights, that we may see everything in its true perspective and see only the things that stand out as worthy. The aviator, from his lofty vantage point, sees the earth below in the fairest perspective, and the small things are lost from sight.

Education seeks to give us the power to contend with those problems of life and of the world which call for the co-ordination of our greatest spiritual, intellectual, social, and physical powers.

An invention has recently been perfected which consists of a specially equipped telephone which will automatically answer and record telephone calls. It is called the "mechanical man." This marvelous device will save the time of many men on certain types of call, and they will be relieved of many menial tasks. But there are still many duties in the world which cannot be done by "mechanical men." The purpose of education is to give us the incentive and the direction to make our lives more beautiful and powerful, to enrich the lives of others, and to make the world better.

Huxley writes: "That man had a liberal education . . . whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind."

This definition, of course, applies to the narrow field of logic and cold intellect. We can no longer live in the world and fulfil all the functions of a Christian, a citizen, and an intelligent and skilled member of the best society, by being merely a cold logic engine. The broader purpose of education is to take this value, along with others, and use it for a great purpose.

Professor Osborn also writes in "Creative Education" (p. 195): "Truth, beauty, learning, observation, reason, expression, and production, in their most comprehensive forms, are the seven forces of progress, and the *factors of education* (italics mine) *are the processes of storage* of these forces by co-operation of teacher and student, the former with his constantly diminishing, the latter with his constantly increasing, responsibility."

Obviously, however, the broader purpose of edu-

cation cannot be confined merely to a process of storage, no matter upon what high level it may be conducted. The only purpose for the storage of values and powers in the mind and heart is that they may certainly be given out freely and regularly for all legitimate needs. Education is not the result of accumulation merely, but the result of accumulation which has preceded a broad interest in, and co-operation with, one's fellow men, with all the things that are of good report, and with all the movements which tend to advance the highest ideals of mankind.

It is also the purpose of education to make us ready to acquit ourselves nobly in our present obligations. We may, for example, strongly criticise modern education and the system which seeks to propagate it; but we nevertheless have a duty to work courageously under present conditions, until better ones are available. Education does not seek to make us more powerful and useful in a classroom; it seeks to make us better in the family circle, the social club, the church, the business concern, or in some profession. It gives us a sense of incompleteness and of treasure-trove yet unsought. Intellectual power must be associated with catholicity of interests, quality of character, and social usefulness. Education helps us to find the powers and values greater than ourselves, and also helps us to see the ways in which we can serve others and our own best interests.

Education—in the schools and in society in general—is always pointed toward an ideal. When we see a group of students in a classroom we are always picturing what their education will help them to be and do in the coming years. Education without this purpose, this idealism, is of little avail.

Frederick Tracy, in his "Psychology of Adolescence" (p. 230), writes: "The true end of all education is the complete realization of the ideal of personality. The character of this ideal cannot be determined by physical, biological, or even psychological considerations, taken by themselves, but must be defined in the broadest and most comprehensive terms, with moral and spiritual criteria as the final determinants of value. The ideal product of the educational process is a balanced personality; one whose body is the perfect servant of his will, carrying into effect the behests of a trained intelligence and the requirements of a scrupulous conscience; whose judgment is so disciplined as not to be readily turned aside by falsehood or befogged by sophistry; whose emotions are deep and strong, but under perfect control; and whose conduct is consistently directed in accordance with the requirements of truth and goodness.

"The thing of supreme importance, as it seems to me, is to secure a real balance and unity of the whole life, under the unifying force of the highest conceptions. It is only thus that religious vagaries can be avoided, and religious fitfulness forestalled. The very essence of a genuinely religious character lies in its wholeness, its spiritual and psychophysical sanity."

All this, of course, to the average educator is annoyingly abstract. Yet not until we come to realize the need of a high and widely understood and cherished purpose can all these methods, theories, and efforts get anywhere. Education is being criticised today, not so much for its lack of methods, working theories, good administration, and the efficient manipulation of a great systematized organization, as for its vagueness and half-heartedness of purpose and the fact that education is not motivated by some superior ideal.

Education must, above all, help us to translate values and forces in the world and in thinking from their present form into a form that every man can use. It must urge us to cast off our moorings and seek truly to discover better ways of living. Education helps us to fill our minds with facts and to understand certain ideas of broad value. It is a discipline and a direction of thinking and living. It develops skill and usefulness and social acceptability. Yet if it does not develop in us burning enthusiasm for some great purpose in life it is virtually a failure. If we do not care to perfect our own lives, there is very little else which we can be relied upon to perfect.

Carnot's principle was that man should harness heat as it goes from the higher to the lower temperature level—as, for example, in the steam engine. Life—especially when it has been enriched and disciplined by education—yields its greatest power when it goes from the lower to the higher intellectual levels, while at the same time fulfilling all its functions of a spiritual and social nature.

In Professor Michael Pupin's book, "The New Reformation," we find on page 205 a passage which admirably serves to close this article: "Truth is beautiful and divine no matter how humble its origin; it is the same in the musty boiler-room as it is in the glorious stars of heaven. From the non-co-ordinated molecular activity of the fire under the boiler to the co-ordinating activity of the steam engine there is a progressive advance which reveals the same universal truth, as the progress from the non-co-ordinated solar activity to the co-ordinating activity of organic structures on earth. The steam engine gives life to the machinery in our busy factories, the co-ordination of solar activities gives life to our terrestial organisms. In each case, so far considered, *the object of co-ordination is to rise to a higher level in the scheme of creation by rendering service.* (Italics mine.) It is the call for service which transfers the chaotic activity of the stellar microcosm to the co-ordinated activities of the terrestrial macrocosm."

Men of Achievement—Payson Smith

By JOHN G. WOLCOTT

Lowell, Mass.

THE teacher isolated in her classroom, visited occasionally by her principal or superintendent on some immediate duty, hardly ever hears of the State Commissioner of Education. He seems so remote that she wonders whether he is doing anything in his office in the State House. The local bailiwick of education seems to be ruled with finality by the school committee. Is there a revelation in the ten years Dr. Payson Smith has been Commissioner of Education in Massachusetts?

Immersed in the classroom, the teacher forgets a phase of her life that once seemed all important. This was her normal school period, when she was directly under state supervision. If she followed the development of teacher training today in Massachusetts she would know that under Dr. Smith the state has reached the point where there is a trained teacher available for every schoolroom. Besides this, courses have been improved, and serious thought is being given to requiring three years of study instead of two, a logical progress in training. What one hears or does not hear about a man like Dr. Smith is not always the test of his ability.

Dr. Smith has devoted himself to the effort to help the handicapped child according to the ideals of Horace Mann. With Dr. Walter E. Fernald he developed a system of special classes, now 450 in number, which stand as models for other states. Closely related was a health program which included a law requiring a nurse for every school. This development, peculiar to Massachusetts, marked the Commissioner of Education as a leader.

It is not generally known that Massachusetts has been a pioneer in classes for new citizens. The professional courses for teachers of citizenship were studied and copied by the Federal Bureau. This was distinctly complimentary to the leadership in the state. Another noticeable growth in Massachusetts has been university extension, which has opened the doors of higher education to many people who would not obtain it otherwise.

The teacher who knows nothing about these things must live a peculiarly secluded life. And there is still more to learn about the Commissioner in Massachusetts.

His inspiration reaches beyond state schools and special classes into the day schools in a way that is not likely to be observed by a teacher busy with her own duties. Dr. Smith has organized conferences of educational leaders from all parts of the state. They meet, discuss their problems, and take action. These conferences include different types of school officials, from superintendents to truant officers, so that suggestion from the Commissioner has many ways of reaching the classroom. The ideal of the state is to unify systems without interfering with local initiative and control. The superintendents had an organization before Dr. Smith came, but the establishment of several other groups has been his work.

The subject of most pressing interest to Dr. Smith has been financial support for the educational activities of the state. Anybody who knows how public expenditures for new things are frowned upon in Massachusetts realizes what Dr. Smith had to fight and is fighting now. He has a way of inducing people to see the importance of education.

Dr. Smith was a man of achievement before he came to Massachusetts. He learned how to organize a new system as superintendent in Rumford, Maine, a town that grew up suddenly as a result of the paper industry. He was superintendent at Canton and Auburn, Maine. It is interesting to hear that his first position was in Westbrook Seminary as a teacher of Latin and Greek. His conservative scholarship gives him a point of view sometimes lacking in some new leaders. He agrees with the most progressive that before you have a life you have got to make a living, but he knows the higher types of life come from humanistic studies. Education must reveal its object to awaken power and resource in the individual, but technical schools cannot afford to neglect the refinements which make life better.

Related to this view is a balanced grasp of the trend away from authority that speaks from the outside. Individual choice is emphasized now, but Dr. Smith holds that this choice although justly liberated from the old view of authority should be in harmony with fundamental law. His mature understanding of education, with his ability to see educational opportunity and act upon it, made him Commissioner of Education in Maine and later in Massachusetts.

In nothing is Payson Smith more remarkable than in the selection of associates. There is not a man on his staff who is not recognized as a national leader. In Los Angeles Charles R. Allen received recognition quite unique. Every member of the National Association of Vocational

Education contributed toward a testimonial which was presented at the most largely attended meeting of vocational educators ever held in America. This was a recognition of Mr. Allen as the most important man in the creation of the Association and in directing its activities from the first.

No educational official in New England has higher rank among American leaders than does Payson Smith, and he is the only person in New England who has been president of the Department of Superintendence, which is to meet in Boston in the near future.

The Massachusetts Department of Education has wider range of responsibility than that of any other state, and Dr. Smith has a larger number of persons on his pay roll than has any other State Commissioner of Education, and no other State Commissioner is responsible for the achievement of as many departments as is he.

His professional achievements are as notable as his administration. He is as remarkable in business affairs as in educational, and he has the confidence of all clases of citizens in civic affairs as in leadership of teachers.

The World's Victors

BY NIXON WATERMAN

Hurrah for the beacon-lights of earth,—
The brave triumphant boys!
Hurrah for their joyous shouts of mirth,
And their blood-bestirring noise!
The bliss of being shall never die,
Nor the old world seem depressed
While a boy's stout heart is beating high,
Like a glad drum in his breast.

Ye wise professors of bookish things,
That burden the souls of men,
Go trade your lore for a boy's glad wings,
And fly to the stars again.
Nor grope through a shrunken, shriveled world
That the years have made uncouth,
But march 'neath the flaunting flags unfurled
By the valiant hands of youth.

Oh, never the lamp of age burns low
In its cold and empty cup,
But Youth comes by with his face aglow,
And a beacon light leaps up.
The gloomiest skies grow bright and gay,
And the whispered clouds of doubt
Are swept from the brows of the world away
By a boy's triumphant shout.

A wealth of help for your Orthophonic second semester

1 The new Orthophonic catalog is now ready! Brimful of records grouped as to subjects you teach, grouped as to grades. Every record Orthophonic except a few foreign ones in the Geography section. With bright bits of inspiring hints as to how to use these records in class. Just looking over these pages gives you ideas—even if you haven't yet the records. The catalog is free on request.

2 But you will want the records! New and Orthophonic (new ones all the time). Songs, rhythms, instrumental music, accompaniments for group singing, folk dances, spirituals, records like fire in illumining this lesson, and that—in making the children eager. Sometimes 6 to 8 selections on a single 75c record. 75c up.

3 Also, just off the press, is the new revised, "What We Hear in Music,"—the splendid text by Anne Shaw Faulkner (Mrs. Marx Obendorfer). Used in thousands of schools. This throws a brilliance on every Orthophonic Record you have, or want to have. 600 pages profusely illustrated.

4 Then there are the bright colored charts! Almost life-size. Of every instrument of the orchestra, including the bassoon. In their true gold, sepia and colors. These let the children see what they hear. A fresh bit of education that pleases state supervisors. Full set of 20 charts, includes teacher's handbook, and two double-faced records that reproduce the tones of the instruments.

5 And there's the New School Orthophonic Victrola! Movable; with locks; with a shelf that lifts into a desk—with every improved necessity for school use. Sensible, beautiful cabinet, and that clear trueness of tone possible only with "matched impedance." List price $175. Visit your Victor dealer to see all the Orthophonic equipment now ready. Or write us.

The Educational Department

VICTOR TALKING MACHINE CO. CAMDEN, NEW JERSEY U. S. A.

Personal and Professional

WILLIAM G. VINAL, who has recently gone to Cleveland to continue the development of its famous nature study and school garden work, has been in Syracuse University, where he has been clearly identified with nature study and forestry. He has been on the teaching staff of Salem, Mass., State Normal School, Marshall College of West Virginia, and was an instructor at Harvard, but his great achievement was at the State College at Kingston, Rhode Island, where he was for fourteen years. He graduated from the Bridgewater, Massachusetts, State Normal School, Brown University, and Harvard University.

A. N. CHAMBERLIN, representative of the American Book Company in the Intermountain states for several years, died in Denver on December 31. Mr. Chamberlin was widely known professionally and highly esteemed personally.

JOSEPH H. SAUNDERS, superintendent of Newport News, Virginia, has made a really famous record, and his city is now third in rank in the state, Richmond and Winchester only leading it. The city is fifth in population. Winchester, one of the two cities that lead Newport News, is one of small cities in the state and is probably the leading city of its size in the country in private relief from public school taxes. Mr. Saunders is also one of the important leaders of the state in all educational activities. He has distinguished himself by rare ability in choosing leaders for city, state and national positions.

WILLIAM E. MOSHER, dean of the School of Citizenship and Public Affairs of Syracuse University, is achieving great results by the way in which the students in his department use the city government for their own enlightenment, for the advantage of the city government and for the creation of the best civic public sentiment. He was born in Syracuse, was educated in Oberlin University, and the Universities of Berlin and Halle. He has had large experience in the study of public affairs, in New York City and in various departments of the government in Washington, D.C.

MRS. TERESA SPENCER, principal of the Alamo School, San Francisco, is to retire on a pension after thirty-three years of service in the city. She has been principal of the Jefferson, the Emerson, the Rochambeau, and the Alamo School. Mrs. Spencer has been recognized as one of the professional leaders of the city as is demonstrated by the number of school executives who have been on her faculty, among whom are: Miss Martha Watson, Franklin School: Miss Mary Lahey, Buena Vista School; Miss Charlotte Estes, West Portal School; Miss Elizabeth Hauselt, Lafayette School; Miss Anna Anderson, Portola School; Miss Dora Savage, San Francisco Junior High School; Miss Matilda Nelson, Emerson School; Miss Meta Wolf, George Peabody School, and Miss Cecelia Spain, now vice-principal of the Alamo School.

MARY ELIZABETH O'CONNOR, assistant superintendent, Natick, Massachusetts, has been elected president of the Massachusetts Administrative Women in Education, which is one of many recognitions of her rare professional ability and personal skill in leadership.

LOUIS J. BLOCK, Ph.D., of Chicago, who was killed by an automobile in Oak Park recently, was for thirty-nine years principal of the John Marshall High School. He was one of the most scholarly and professional men in the Chicago system. He was one of the first Chicago schoolmasters whom we knew in the city, and the intimacy of acquaintance which began in the days of George Howland was hearty when we sat with him at a schoolmasters' club within a year. The passing of these long-time friends has keen significance.

WILLIAM M. HATCH, with the Silver Burdett Company for twenty-seven years, on the Board of Directors for seventeen years, and secretary since 1919, retires from business activity. Mr. Hatch has been prominent in educational as well as business circles in New England. In charge of the Insular and Foreign Department, he has made two trips around the world in the interest of the company and for personal pleasure. His home is in Arlington, one of Boston's enterprising suburbs, where he is a member of the school committee, and will continue to reside.

ERNEST J. JAQUA, president of the new Scripps College, Claremont, California, one of the many colleges of the University of which Pomona College will be the most important factor historically, is demonstrating rare skill and leadership. He has already added substantially to the large endowment of Miss Scripps, the founder. He has secured one gift of a quarter of a million dollars for the building and furnishing of one of the most important of the buildings of the college.

R. L. COOLEY, principal of the Continuation School, Milwaukee, was elected president of the American Vocation Association at the recent meeting in Los Angeles. This is as great a professional recognition as could come to him. He has made his Milwaukee institution by far the best of its

class in the country. It is purely a city public school, and he has made it serve more working youth regularly and effectively than we have known any other city public school to serve.

Study at Oxford, England

[Editorial.]

AN organized purposeful vacation in England is an unrivaled opportunity for American teachers. Thousands of teachers have been crossing the Atlantic every summer, having a fine time, seeing much, but receiving no professional credit. There has been a trace of tragedy in this in the case of many teachers. They have seen much, learned little and had no professional or financial advantage. Even physical, mental, and social advantages have been no greater than the professional benefit.

Now an opportunity is offered to have a quiet, restful life at Oxford University with the classic halo of one of the world's most fascinating scholastic shrines.

For the first time American teachers can profit from courses of lectures by famous scholars on subjects of surpassing professional interest and bring home with them professional credit of greater value than can be secured in the same length of time anywhere else at any time.

There used to be some importance attached to the ability to say that one has been abroad, but so many teachers can say that now, and so many of them have received profit therefrom, that it is now necessary for a teacher to have done something really professionally worth while in order that a summer abroad may have any significance. It must be something of lifelong professional advantage.

Various forces have centred on a special vacation at Oxford when the University will present at its best historical and literary, industrial and civic creations of England which can but give American teachers a thrill year after year in their teaching experiences.

This year there are to be four distinct courses of lectures at Oxford University for American teachers. Any one of these can be taken without serious burden. Any one who is super-ambitious professionally and physically vigorous can take two courses.

To live at Oxford, to feel that one really has a right to be there, to be there with two or three hundred other American teachers will produce scholastic, social and recreational advantages that have never before been possible. And they will bring their professional credits back to America.

This is not an advertisement, and our only interest in this publicity is our interest in having American teachers have this wholly new opportunity.

For details of this plan write to Dr. John E. McGilvrey, Union Trust Building, Cleveland, Ohio.

HUMAN WASTE IN EDUCATION

By

ANNA YEOMANS REED, PH.D.

Professor of Personnel Administration at New York University

The first volume to present an impartial study of compulsory school attendance in the United States. It is a clear-sighted, constructive, and timely book, offering a great amount of statistical information in a systematic and easily understood manner. Doctor Reed's conclusions and suggestions point the way toward an efficient educational program based upon individual needs.

This book is one of the volumes in "The Century Education Series." For a more detailed description of it or any of the other volumes in the Series, address the publishers—

THE CENTURY CO.

353 Fourth Avenue, New York City
2126 Prairie Avenue, Chicago

You Answer That

BY ADELAIDE WOJTA

Yes, she was just a tiny tot,
A prey to poverty's own lot.
With open mouth she stared at me,
And dropped her eyes so bashfully.
Then in a voice that shook and caught
Said: "You're my teacher,—ain't you not?"

Am I her teacher?
Is she mine?
You answer that—
O Lord divine!

Her little mind a rosebud still,
Perhaps to open at my will.
Each tiny thought—a petal bright—
Is craving classroom knowledge, light.
Who knows what jewels are hidden there!
Who sees the weeds that grow despair!

To her the world is pure and fair.
To her each soul is kind and square.
For within dwell peace, firm faith, and trust,
And innocence—there surely must.
In her gaze contentment basks,
As earnestly again she asks.

Am I her teacher?
Is she mine?
You answer that—
O Lord divine!

—Utah Educational Review.

School Problems

Edited by a School Executive

71. I hear a great deal about "mastery in education" these days. What is meant by it? (Nebraska.)

"Mastery in education" means assimilation on the part of the pupil so that education becomes a part of him, and he can use it to the best of his ability. If it is a tool subject like reading or arithmetic it is a key ready and fitting. If it is in other lines it becomes a part of him, affecting his attitudes, his tastes, his power and his growth. He no longer stores facts for future use. He assimilates and uses now. He becomes master of what he puts to use now or can put to use when he wishes to. The phrase implies waste elimination, understanding, accuracy, and use, an active maximum job according to the individual's capacity and tendencies.

72. What do you think of the rule of requiring a teacher to live in the city or town in which he teaches? (Kentucky.)

As a policy it is all right, but as a rule there are places where it won't work.

Teachers do better work through understanding the community, its needs and possibilities. They need to know the people, let the people know them. The establishment of mutual understanding and confidence is most necessary for the good of the child. Meeting the parents in the classroom or even in parent-teachers' meetings never takes the place of outside social contacts. So many misunderstandings fade away and so much appreciation grows when teacher and parent work in the same club, sit down to the same church supper, or work and play in any other natural way together. It is also good for the teacher personally. If the town is her town as it can be only when she lives there, and she becomes a part of it, pride in her achievement which is measured in no small way by the results with her pupils becomes a vital, permanent thing, and correspondingly great in her own growth.

In large cities with suburban towns it is often necessary for teachers to live just outside. This is made up for in part by the fact that these suburbs are considered a part of the greater city, and so the feeling of appreciation and pride, while not quite so intense, is by no means lacking. This is the case where a hard and fast rule of living where you teach would not work, for it might be a serious task to find suitable living places for all the teachers within the city limits.

73. What should be a superintendent's relation to local teacher organizations? (Nevada.)

As a teacher, and many state laws include the superintendent in the definition of teacher, he should belong to the local all-inclusive teachers club. A teacher should always feel sure of his interest and support. He should be most careful not to dominate their meetings or programs. If his presence in any way lessens the freedom of expression and growth then he had better keep away from most of the business meetings. As a rule it is unwise for him to represent them on state and county organizations. They had better choose some one else.

In short he should be a member of the teacher organization, always ready to counsel, support, and act on request, never coercing by his presence, nor influencing with his position. This requires tact, wisdom, and friendship on his part. On the other hand teachers may profit greatly by his wider experience and training which his membership can bring their organization.

74. Is it better to group special classes in one school or scatter them through the city, one class to a building or district? (Tennessee.)

The answer depends somewhat on the size of your city and the type of your organization. In a large city like Boston where the work is organized under highly-trained directors the "centres" or schools of several special classes seems to be a successful plan. It has such advantages as specially equipped manual training and cooking rooms and grading that permits of more unified classes and social work. On the other hand in a smaller city where the population is less and more scattered the problems of transportation, fewer classes two or three, general supervision instead of special, and the wide range of age as well as both boys and girls in the same class make the plan of placing these classes in regular buildings seem wisest. For this latter arrangement there is always the social argument that these boys and girls have to grow up and live with normal people, and therefore they should have practice under guidance of doing it at school. From the normal pupil's point of view it is argued that society has to absorb them later, understand their weaknesses and adjust itself to them, and therefore the mixed plan is better for normal boys and girls. Under some organizations the special classes while housed in the same building with regular grades on a two-session plan, the special classes go on a one-session plan, thus eliminating social difficulties found in them before school and recess periods. This, however, deprives both normal and sub-normal groups from any benefit of adjustment.

A careful study of local needs and possibilities is the only sane foundation for decision on a plan.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Illuminating Fig

(From the Chinese.)

Wu-Ki was a very learned person. Young men came from all parts of the Empire to sit at his feet and learn by heart the wise things that fell from his lips. Like all learned men, Wu-Ki was ever on the hunt for wisdom and ever inventing new ways of doing things. Wherever he walked or wherever he sat his keen thought, like little bright ants, ran searching into the things about him, picking up tiny crumbs of the banquet of good things that he detected lying under the tables of life. Like bright little ants the thoughts of Wu-Ki always struggled home with the crumbs to place them before the earnest young students who crowded around his knees. One day Wu-Ki was reclining under a huge fig tree. His head rested against the rough bark and his eyes wandered away into an adjoining field where the round, green stomachs of watermelon lay fat in the sunshine. From each huge melon trailed off a wandering vine lifting, here and there, a wide leaf under which a bright yellow blossom flamed with the fires of life. From the melon-covered field the eyes of Wu-Ki rose into the fig tree above his head. Hundreds of little dark figs hung like heavy drops, eager to fall from the twisted branches. Suddenly the eyes of Wu-Ki widened and then narrowed again. They always did that when Wu-Ki had made a discovery. They opened like a window to let the truth in and then closed on it lest it escape. "Ah-Ha!" breathed Wu-Ki. "Even nature makes mistakes. I have suspected the fact a long time. I have thought of it every time I pass Ah Sin, the fat, greedy old merchant, or Ah Tin, the wizened-up old miser, but now I see the truth before my eyes. What could be plainer? Behold huge, heavy watermelons grow on little snake-like vines and little figs ripen only on huge trees whose limbs are mighty enough to hold up a house. What evident stupidity! Even a fool can see that watermelons should dangle from the sturdy fig trees and figs should burst forth from watermelon vines." The weight of this argument was so great that under it Wu-Ki fell fast asleep. As he slept his fat stomach, gorgeously covered as it was with a green silk vest over which ran blossoms of pure golden thread, looked curiously like one of the lovely watermelons in the adjoining field, but his bulby, dark nose looked like a ripe fig on the branch above his head. Wu-Ki snored gently though even in his sleep the great discovery that he had made brought a smile to his parted lips. Suddenly a fig, loosened by the wind, dropped from a high limb straight on his Oriental nose. With a cry the learned man leaped up and looked about. His startled eyes caught a fleeting glimpse of the fig as it bounded away into the deep grass. Wu-Ki looked at it, then felt his nose. "O foolish man," he cried, "to question the all-wise ways of our mother nature. Out of the littleness of my knowledge I have dared to advise the mighty ones. Where would I be now if that fig had been a huge twenty-pound watermelon?"

Copyright, 1926, by Joseph B. Egan.
All Rights Reserved.

Trees

Blessed are the uplifted trees, friends and protection of the human race, grand earthly angels, guarding with wide, windswept wings the happiness of man.

Joyce Kilmer, the beloved poet of the new day, died on the battlefields of France. The world mourned his passing. However, unlike many another noble soldier, sweet singer that he was, he left behind him an immortal poem in which his great soul sings like a hermit thrush hidden in the cool evening woods. As this beautiful poem is read to you, think of the poet, imagine that his lips frame the words you hear. Then over the lofty tops of trees will fall the evening splendor of the poet's soul.

I think that I shall never see
A poem lovely as a tree.

* * * *

A tree that looks at God all day
And lifts her leafy arms to pray;

A tree that may in Summer wear
A nest of robins in her hair;

* * * *

Poems are made by fools like me,
But only God can make a tree.

—Joyce Kilmer.

Men do not look upon the trees enough. There is beauty in their sturdiness, and the strength and glory of the rising and the setting sun nests in their twisted limbs; there is inspiration in the majestic oaks uplifting high leafy domes, while, from the purple of the poplars, the birds call, at sunrise, like priests mounted in high minarets. There is grace and airiness and soft dancing in the silver birches holding holiday along the streams, and down the brown shadowy aisles of the high pines, the wind, like a pipe organ, invites the soul of prayer. There is music and a balm of happiness and rest in trees. There is vacation for the weary soul. There is soft, cooling shadow for the overheated heart. There is the quiet of great thinking in the calmness of high trees.

Lead, Kindly Light

Once in a great while we run across a spiritual poem which is so complete in itself, so simple in its great message, and so readily understood, that it is almost sacrilege to make any comment on it. Such a poem is "Lead, Kindly Light." Millions of lips have repeated it over and over amid darkness and in the stress of troubled times, in agony of soul and body, in a fervent trust that its beautiful message is acceptable to God. Uncounted millions more, all yet unborn, will cast the beauty of its thought about them like a garment woven on celestial looms.

Lead, kindly Light, amid the encircling gloom,
Lead Thou me on!
The night is dark, and I am far from home —
Lead Thou me on!
Keep Thou my feet; I do not ask to see
The distant scene,—one step enough for me.

I was not ever thus, nor pray'd that Thou
Shouldst lead me on.
I loved to choose and see my path, but now
Lead Thou me on!
I loved the garish day, and, spite of fears,
Pride ruled my will; remember not past years.

So long Thy power hath blest me, sure it still
Will lead me on,
O'er moor and fen, o'er crag and torrent, till
The night is gone;
And with the morn those angel faces smile
Which I have loved long since, and lost awhile.

—John Henry, Cardinal Newman.

"Lead Thou me on!" Happy is he whose trust is in the white light about the throne; who understands that in the darkest night the stars are brightest and in the deepest trouble human

hearts come closest to the warm love of God. As children go confidently into the thick of dangers, confiding in the strength of those they love, so mankind marches forward, hand in hand with its protecting God.

Respect for Others

A farmer in the Middle West once heard a great noise in the pasture. He rushed out of the barn. To his astonishment he saw a big steer leaping up and down with a door frame draped over his huge horns. Evidently the animal had, in some way, poked his head into a chicken coop and, feeling his horns entangled, wrenched away the door frame and carried it off. To the surprise of the farmer the whole herd followed the frightened steer, goring him right and left with sharp horns, charging him with lowered heads, and kicking at him fiercely with flying hooves. Had not the farmer been able to drive the creature into another field the unfortunate animal would have been killed by his maddened fellows. The same tendency to destroy the unfit, or the unusual or misshapen exists among many other animals. Pigeons and crows will drive away members of the flock which have broken a leg or wing, and wolves will eat those unfortunates of their own kind which become caught in traps. In many ways man has the same tendencies as the lower animals. The new and unusual rouse in him a spirit of rebellion that has done much to retard the progress of the world. History is but the record of the battle between the present and the past, whether it be written about the laborers' struggle against the machine, the individuals' struggle for greater liberty or the slow but steady resistance to every forward movement in literature, art, medicine or science in general.

What is true in the world about us is true also in the world within our own daily reach. What one of us has not felt the temptation to oppose some one who has come forth and championed a new style of dress or curling the hair, of speaking or doing any one of the million commonplace things of life? Our first impulse is to laugh, to sneer at him as being a queer person, to look at him askance, to talk about him to our neighbors and to shun him lest we, too, become the object of others' ridicule. And yet we know by experience that the new triumphs if it marks an advance over older ways of living. The kerosene lamp fades before the gleam of the electric bulb and the horse is lost in the dust of the automobile. We should learn, therefore, to have respect for the opinions and doing of others so long as they do not violate the moral or civic law. Instead of the sneer and the laugh we should look with steady eyes and sober face upon the new or the unusual and try to discover in it the thing that makes it worth while our copying.

Broadness of view is the sign of real character in any individual.

The Lamp of Faith

(From the Hindoo.)

A woman's husband went on a long journey through a region that was infested with terrors and dangers of every kind. A year passed and then another and no word came of him and the woman sorrowed and feared lest he had died. Meanwhile, thinking, also, that the man had died, many worthy suitors came from far and near to win the woman's hand. Because she was beautiful and good and possessed of a superior mind, everyone, who knew her, loved her. With gentleness, yet firmness, the sorrowing wife rejected all offers of marriage and retired to the inner court, where she refused to let herself be seen by any one other than her own servant. When another year had passed she said to her servant: "Prepare a lamp that will float; fill it with oil and place in it a good wick, and when darkness has come, bring all to me and be prepared for a journey, for this night I am to learn whether or not my husband shall ever return." When night came the woman, accompanied by her servant, went down to the banks of the Ganges, and stood in the darkness listening to the rushing of the sacred river. Even as she listened a great storm arose and the waves lifted themselves and clapped their dark hands in the darkness as though they mocked. In the confusion of the flood the stars were blotted out from the surface of the river as though extinguished by the clapping hands; then said the woman: "Light the wick of my sacred lamp. In spite of storm and wind and wave I shall set the light afloat upon the river's breast, for in the lamp, shining in the light, is the life of my beloved husband, and if the light floats out and is not darkened, then I know that he still lives, and if the light is darkened then my beloved is dead and life holds no further good for me." So saying, the woman took the lighted lamp in her hand and set it on the river's breast and pushed it off from shore, for her faith was exceedingly strong. As the lamp danced and tumbled on the waves, the sky above opened its blue eyes and looked down on it. At first it was silent, then, as it saw how little and how weak the light of the lamp was, it laughed in scorn and said: "See, what a miserable thing yonder poor mortal sets floating in the night. Behold the lamp of this thing called man!"

But Meheshwara, listening as usual, heard the bragging of the sky and sweeping his palm across the river, smoothed out the waves, and smiled as the lighted lamp floated gently and steadily away. Instantly, down under the floating lamp, appeared another sky in which shone, in the blackness, one single, pointed star, as though in mockery of the many-starred sky above. Then said Meheshwara: "Sky, seest thou the sky beneath the woman's lamp and the single, pointed star that blazed in it?" and the sky answered: "Aye, we see! but the sky and the star have no existence in the world which thou hast made. It is but the passing image of the woman's lamp. When that shall die, then the sky thou speakest of and its star shall die also. Is it not so?" And Meheshwara laughed softly and said: "O foolish sky, know that thou, thyself, art the great illusion and the great image. In all the world the sole reality is in yonder little lamp, but now set floating by a mortal's fingers on the sacred river's breast. Behold it there! Floating in it midway between the infinite depths and the infinite heights is the faith that lies within the human soul." Then the great sky was ashamed and drew a cloud across its blue, shining eyes. So the lamp floated on and on until it went out of sight beyond the river's bend, and that very dawn the woman's husband cast his shadow across her doorstep.

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl autotically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

"Character Chats" are successfully utilized in all grades from the fourth to the ninth, inclusive, and in junior high schools. Any teacher having a specific character problem upon which help is desired, is invited to address the author, in care of this magazine.

EDUCATION IN ACTION

Lindbergh Is Boys' Ideal

Half the boys attending the public schools in Belleville, N. J., had rather be Colonel Lindbergh than anybody else. In answer to the question: "Who would you rather be?" only two of the 682 pupils said "My daddy." Three hundred and sixty-three said Lindbergh; 110, Coolidge; 66, Ford; 27, Edison; 16, Al Smith; 14, General Pershing; 12, Gene Tunney; 12, John D. Rockefeller; 11, Jack Dempsey; 10, Babe Ruth; 4, Mayor Walker; 3, Red Grange.

Colleges Must Be Cultural

The American college will survive or perish on its educational merits, said A. Lawrence Lowell, president of Harvard University, in addressing the Association of American Colleges at Atlantic City. He declared its aim must be educational and of a cultural rather than a vocational type. The noted educator pointed out that the number of young men seeking a cultural education will probably never be so large as those who want vocational training by a shorter path. "But now that our people have attained material prosperity and comfort," he continued, "there is a growing desire for culture—for life on a more intellectual plane. The charges of materialism hurled at us from other lands are only true in part. There is also a craving for better things, not inconsistent with physical well-being, and I believe that this craving will wax stronger as the nation becomes more mature. If the American college can make its students see the value of intellectual culture, and that it can be attained only by hard personal effort, it will thrive abundantly."

Single Sentence In 24 Languages

Who would like to speak twenty-four languages? Read then: "The ugly thug loafed at a damask-covered table on the cafe balcony Wednesday eating goulash and drinking hot chocolate with a half-caste brunette in a kimono-sleeved, lemon yellow gown and a crimson angora wool shawl, while he deciphered a code notation from a canny smuggler of silk cargoes on the back of the paper menu." "He who reads that sentence aloud has spoken words taken over from twenty-four languages," says a bulletin from the National Geographic Society. "The language sources of that unusual sentence are: Ugly, Danish; thug, Hindu; loafed, German; cafe, brunette, menu, French; balcony, Italian; damask, Syrian; covered, table, code, notation, Latin; Wednesday, drinking, hot, half, Scandinavian; eating, with, yellow, wool, Sanskrit; goulash, Hungarian; chocolate, Mexican; caste, Portuguese; lemon, shawl, Persian; kimono, Japanese; sleeved, back, Anglo-Saxon; gown, Celtic; crimson, deciphered, Arabic; angora, Turkish; while, Greek; canny, Scotch or Icelandic; silk, Chinese; cargo, Spanish; smuggler, Dutch; paper, Egyptian. The Sanskrit words in the many-tongued sentence are the words Noah probably shipped on board the Ark, since they antedate the Greek."

Parents in Washington Favor Married Teachers

Efficiency or merit and not marital status should be the chief guide in appointing teachers. This was given as the principal reason in a referendum for approving married women as public school instructors in the District of Columbia. To determine public opinion on the married teacher subject the Board of Education for the district conducted the referendum. Of the sixty-four civic and trade bodies and individuals answering the questionnaire fifty-seven favored married women as teachers and seven opposed them. Generally the parent-teacher and civic bodies, which were in the majority, favored the married women teachers.

School Girls Budget Year's Garb at $110

The high school girl who spends more than $110 a year for clothes is running ahead of the average. This is the conclusion reached by Janet M. Stevens of the Central High School, Minneapolis, formulated in a report published by the American Economics Association. It is based on budget expenditures made by tenth grade girls who have kept accounts throughout a year or more. It has been shown, says Miss Stevens, that keeping a budget has a marked effect in regulating family relationships and will be of great advantage in helping the bride to weather many marital storms. "A family budget for two," he said, "must be worked out so that the clothing budget may be seen in relation to the other expenditures. If girls while in school have given thought to this home problem they will be better prepared to work expenditures out wisely and economically, and instead of having no idea what a young woman's clothes ought to cost will have discovered the amount approximately necessary for herself, even though she insists that 'a man doesn't need so much.'"

To Survey Maine Higher Education

The Maine Development Commission at its meeting in Augusta voted that the University of Maine undertake in co-operation with the commission an economic and educational survey as to the probable call for higher education in the State of Maine, and how that call can best be met. The survey will be in charge of the department of Education of the University of Maine, and the other colleges—Bates, Colby and Bowdoin—will be asked to send representatives to the meeting.

Vermont Schoolhouse To Be Restored

The Pinneo Flats schoolhouse in Vermont will soon be restored and ready for classes. The little wooden structure where the seventeen pupils of the town of Bolton were introduced to the "Three R's" was demolished in the flood in November. The appeal of the pupils for a new schoolhouse was heard in all corners of the country and responses even came from Europe. Almost every state has contributed, and donations included all sorts of equipment and money. Even an organ has been given. Men who built the original schoolhouse gave their Saturday afternoons and holidays to the task, in their spare time, for two summers.

Ask Girls to Dress "Sanely"

The movement for modesty in dress at the Everett, Mass., Senior High School gained headway when a large number of cards, pledging the girls to sensible styles, were returned with signatures affixed. The pledge cards had been distributed among the girls by Mrs. Dorothy Deane, dean of girls. The cards call for dresses which cover the knee joints, hems that reach below the knee, oxford shoes, sport dresses, or blouses and skirts. Excessive use of cosmetics, especially in the classrooms, on the street and in electric cars is banned. Mrs. Deane, the sponsor of the cards, was gratified with the response made by the girls. She states that signing was not obligatory, but was a matter for each girl to decide. The majority of the students consulted their parents before signing.

Says Honest Schools Make Pupils Honest

If children are to learn honesty in school, the school system must be characterized by honesty and fair play, Professor Mark A. May of Yale University declared recently. He said tests with about 12,000 grade pupils had shown that children with fewer advantages and lower abilities on the whole tended to cheat more than children with more advantages and greater abilities.

Churches Put Missions Under Chinese Control

The Foreign Missions Conference of North America, representing eighty mission boards of the various Protestant churches, have agreed to demands made for a radical change in the government of mission schools in China which virtually will take administrative control out of the hands of Americans and put it with the Chinese. These demands were that a majority of the board of managers of mission schools be Chinese and that religious training be on a voluntary basis without losing "the essential Christian character of such institutions." These two demands, which were accepted readily by the conference, form the basic changes asked by Republican leaders throughout China, and, while many institutions there already have accepted them, the missionaries as a whole had not until now recognized these demands formally.

New Machine Teaches Enunciation

Correct enunciation is soon learned with the aid of the telegraphone, a new device recently used in public speaking classes at the University of Southern California to enable students to hear themselves talk. Like a dictaphone it records and reproduces the voice, but the record is so perfected that when it is played over it reveals any imperfections of speech, such as indistinct tone or lisping.

114 Students in Raided Night Club

Presence of a large group of Medill High School students in the Club Bagdad, southside night club in Chicago, when prohibition agents raided it in the small hours of a recent Sunday, brought appointment of a committee of school principals to oversee student social activities. The students, fifty-seven couples of them, repaired to the night club after conclusion of the school-sanctioned senior prom, which broke up at 12.30 a. m. For the next three hours the students were in the Club Bagdad, eating, dancing, wearing paper hats and making merry with noise-making devices. Some of the boys became so boisterous that they were warned off the dance floor, but prohibition agents, school officials and class leaders all testified before a council of principals that there was no drinking. Very few of the girls smoked, it was said. One student was asked why they went to such an expensive club where the charge was $6 a plate. "It's the cheapest place we know," he replied.

School Classes Compete In Rat-Killing Contest

Members of the vocational agricultural class of the Milford High School take their rat tails seriously. The students choose sides, and like the farmer's wife who "cut off their tails with a butcher knife," start in earnest pursuit of the rodents. It is figured that a rat destroys $5 worth of grain every year. If they reach their goal of 1,000 rat tails before the hunting season ends, the students will save agriculture $5,000. Aside from directing attention to the destruction rats work on farm crops, the work has been a contest. The winning side gets a free entertainment from the losers.

Fight Fake Diploma Schools

The Federal government is waging "war to the death" against fake correspondence schools, universities and colleges, many of which carry on a traffic in diplomas and degrees, selling them to "anyone with the price," it was declared recently by W. E. Humphrey, chairman of the Federal Trade Commission. Some of the alleged universities, he stated, sold a master's degree for $5 and a doctor's degree for $8.50. A large number, chartered in this country and operated by American swindlers throughout Europe, were selling degrees and creating general contempt among Europeans for the educational systems of the United States, he said. There were today in the United States 350 private correspondence schools, with 2,000,000 enrolled students paying more than $70,000,000 annually in tuition, said Mr. Humphrey.

Dr. Henry Suzzallo Made European Envoy

Every effort to enlarge the scope of intellectual understanding between nations is like "a cable thrown from one country to another which will bind their peoples into closer friendship and harmony," according to Dr. Henry Suzzallo, who has been appointed visiting Carnegie professor of international relations in Europe. Discussing purposes and aims of his forthcoming lecture tour of European universities, Dr. Suzzallo asserted that he is going "in no sense as a missionary or a propagandist. The sole object of my visit," he said, "is to interpret American educational practice from the standpoint of a scholar and an educationist, so that European educators may appreciate the strong points and the weaknesses of our methods." Characterizing the educational system of the United States as "peculiarly the product of the folk genius of the American people," Dr. Suzzallo declared that the differences between American and European educational systems are so fundamental that it is frequently very difficult for European educators to understand our viewpoint.

Church Colleges Are Hard Up

"Changing educational standards make large support or a funeral our only alternative," I. B. Schreckengast, president of the Nebraska Wesleyan University, said in discussing the problems confronting the church colleges before the educational association of the Methodist Episcopal Church at its recent convention in Atlantic City. He explained that the first problem in the maintenance of the colleges was that of convincing the church of their worth. "Nothing is being received and retained today simply because it was or is. The church college is no exception to the rule. It must justify itself in the light of the present-day needs and competition or go out of business."

Loath to Retire After 50 Years

It is possible to teach school for fifty years—and the same school at that—without acquiring the characteristics popularly supposed to stamp the schoolmistress with an unmistakable label of her profession. This is the contention voiced gently but convincingly by Miss Jennie Lynch, who retires on February 1, after completing a full half-century of instructing in Public School 3, the one-hundred-and-ten-year-old landmark on Grove street, just off Hudson, in New York City. Miss Lynch cites herself in support of her premise, and the illustration is not to be denied. Slender, graceful, whimsically smiling, she belies her seventy-odd years and her long career of inserting arithmetical, geographical and other information into minds not always wide open to receive it. She asserts that the best way to avoid becoming a kind of pedagogic automaton is by relieving the institutional aspect of the classroom through the introduction of topics of a more sprightly and timely character than those encountered in a purely categorical observance of the course of study. "There is really no reason for the young woman entering the teaching profession to become the prim, testy schoolma'm so often caricatured. I regard the instructing of the young as the most humanizing of all work," she

declared. Her plans for the future are as yet indefinite. She regrets the existence of the regulation that makes her retirement mandatory, but she does not question the wisdom of fixing an age limit for teachers.

Oblige Bookworms To Undergo Exercise

Harvard College, far from taking pride in its occasional "infant prodigies" of intellect, hails their advent with apprehension, does its best to divert them from their bookworm careers, and, "by and large," regards them as "pitiful victims" of unbalanced living, according to Norman W. Fradd, Harvard instructor, speaker at the first of a series of public lectures at the Harvard Medical School. Lecturing on the maintenance of physical efficiency by work and play, sleep and rest, Mr. Fradd quoted Harvard's "infant prodigies" of the past as horrible examples of the lack of proper correlation of brain and body. In the majority of cases, he said, boys with precociously developed intellects were found to be "physical monstrosities." The college authorities, Mr. Fradd said, are often obliged to keep up a careful surveillance on the bookworm type of student lest he fail to follow up even the obligatory exercises which the rules of the institution require.

Teachers Plan Boston Union

A movement to reorganize the teachers' union in Boston is gaining strength, said Mrs. Florence C. Hanson of Chicago, secretary-treasurer of the American Federation of Teachers, when she came to Cambridge to attend the second annual meeting of the local there. Boston, she declared, was the only large city in the country in which the teachers are not now organized under the federation which is affiliated with the American Federation of Labor. Three locals were functioning in Boston until the police strike in 1919, when they disbanded. Mrs. Hanson said that this latest movement to revive the organization is found among the women teachers. "I haven't much hope in the men," she remarked.

Wanted—Ambitious Teachers

Must be Normal or College graduate; earnest Christian (Protestant). Permanent, full time work capitalizing fully on your teaching experience. Unusual business opportunity with long established responsible firm. Age 25-40. This is a real opportunity for service with good income. Write immediately. All inquiries strictly confidential.

W. A. POTTENGER,
Vice-President,
Gunther Bldg., Chicago, Illinois

TREND OF THE TIMES

AFTER SEVEN YEARS of "unusual prosperity," the end is not yet, for the United States, regardless of the Biblical "seven fat years and seven lean years," or the much touted business cycles. Business need not fear an imminent stage of depression, according to Senator Fess, Republican, of Ohio, who calls regulated production the antidote of industrial depression and government loans to co-operative marketing organizations a solution of agricultural over-production.

"THE PUBLIC is learning fast to select their books with discrimination," declared Frank C. Dodd in an address before the annual meeting of the National Association of Book Publishers, of which he is president. Some of the outstanding developments in the book publishing field in 1927 were a greatly increased interest in non-fiction books, wider distribution of sales and greater discrimination on the part of the public.

CANDY CONSUMING in 1926 was at the rate of about nine pounds for every man, woman and child at an average per capita cost of more than $2. The Department of Commerce reports that one thousand and twenty-three manufacturers, representing about eighty per cent. of the candy-makers of the nation, showed total candy sales in 1926 of 1,083,399,754 pounds, valued at $258,251,562. The American boy, who constituted the penny buying class, got more for his penny in 1926 than the year before.

WAR MEMORIALS for the A. E. F. in France will cost more than $3,000,000. The American battle monuments commission has obtained authority from all concerned to go ahead with a program calling for the construction of eight chapels in American cemeteries; three large and five small battlefield monuments; a monument to the services of supply, several naval memorials and two brass tablets.

RUSSIA sold Alaska to America for $7,200,000. Since then the territory has shipped out $500,000,000 worth of fish. With furs, copper, gold, platinum and other products the investment has yielded $1,133,000,000.

FEDERAL TAXPAYERS numbering more than 240,000 have been refunded over $100,000,000. This is probably the swan song for the short lived profession of income tax specialists. Created as a result of the tax act, this fraternity recovered many millions of dollars for firms and individuals. But now that taxes are pared to the bone and refunds collected for past years the profession is dying out as quickly as it came into existence.

ENGLAND is having difficulty in selling a number of empty prisons. Since 1918 nearly half the jails in the British Isles have been closed for lack of patronage. Now the government is trying to realize on them, but house hunters do not seem to be interested in them as living quarters. The lock-up at Stornoway, in the Hebrides, was a knock-out at $25, while the county jail at Downpatrick, Ireland, was finally sold for $100. Brecon Prison, in Wales, has been on offer for $4,500 for more than a year.

OIL LAWS of Mexico, especially articles 14 and 15 which for the last two years have been the subject of contention between the United States and Mexican governments, were amended just after the departure of Lindbergh. The amendments do away with the alleged confiscatory and retroactive features of the oil laws. The action was recommended by President Calles and was in line with a recent decision of the supreme court.

PAN-AMERICAN conference at Havana is the most important world event of 1928, according to Henry Berenger, former French ambassador to the United States. "Its reach covers the world and it embodies the most original type of inter-continentalism in the twentieth century. There is no basic conflict between Saxon America and Latin America. Europe would be stupidly blind if it refused to see the progressive evolution of the two Americas toward the same ideal of material prosperity and intellectual culture in an economic and political federalism."

BRATT SYSTEM of liquor control in Sweden permits no more than three glasses of wine in dining rooms of hotels. Dr. Bratt controls the wine and spirit central, a wholesale concern under the control of the state, which makes all the liquor of the country except beer. Sale is made to retailers in 120 cities, leaving all country districts "dry." He claims that drinking has declined fifty per cent. in Stockholm, thirty-seven per cent. in the rest of the country, and that drunkenness, diseases and crimes have fallen off in like proportion.

The BOOK TABLE

STONE'S SILENT READING. Book Six. By Clarence R. Stone. Illustrated by Billie Chapman. Cloth. Illustrated. 325 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Silent reading is appealing to many authors and publishers, and there have been a great array of professional schemes for the promotion of educational silent reading. This is a new scheme to make silent reading attractive and remarkably beneficial for establishing habits of reading by one's self for the purpose of learning how to remember and use what one reads. This Book VI appeals to boys and girls from nine to twelve years of age. The first twenty pages of "Silent Reading" are about Boy Scouts; everything vitally interesting to boys of these years is written about. Every boy, whether he is a Boy Scout or not, will be intensely interested and can tell all that he has read after one reading, and will remember all of it through his youthful and young manhood years.

There is a thrilling lesson on the stars. We have not seen as many important facts about "Star Wonders" on two and a half pages as are given here, and every fact is so associated for a boy or girl in these grades that the most disinterested student will be intensely interested, will want to talk about the stars, will indeed have a new heaven, and his interest will go on through all of his school years, into the after-school years.

In every respect these pages appeal to a child's personal interest and in a multitude of ways the author makes suggestions that intensify the value of the selections.

CURRICULUM MAKING IN AN ELEMENTARY SCHOOL. By the staff of the Elementary Division of the Lincoln School of Teachers College, Columbia University, James S. Tippett, special investigator; Rebecca J. Coffin, principal; Emily Ann Barnes, Mary Elizabeth Barry, Ethel Bliss, Edna Bridge, Thomas J. Francis, Martha Groggel, Avah Hughes, Katharine Keelor, Martha Kelly, Florence Matthews, Martha Peck Porter, Holland R. Sperry, Lula Wright. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

We can add nothing to the statement that fifteen well known eminently successful teachers in the famous Lincoln School of Teachers College, Columbia University, utilizing the experience of all other teachers for approximately ten years have magnified all of their best thought in the creation of what they have decided is the best usable curriculum for an elementary school.

HOW TO SUCCEED IN COLLEGE. By William F. Book, Indiana State University. Cloth. Baltimore: Warwick and York, Inc.

Professor Book's work has attracted attention over a wide range of professional interests. His studies have been carefully selected with a view to meeting real professional needs, and the results as published in various places and as presented in professional addresses have carefully winnowed wheat from chaff. This book is sound in its philosophy and as attractive to those whom it seeks to serve as anything we have seen.

THE ATOMIC SCIENCE: Atoms and Molecules by the Discovery of Rx Matter, The Two Energies, The Two Initial Forces of Nature, and the New Phenomenon, Rx-Repulsion. By Calvin Samuel Page. Cloth. Illustrated. 562 pages. 25 North Dearborn Street, Chicago: Science Publishing Company.

The author has the most heroic explanation of the inexplicable of any scientist. We have been interested in the author and his theory from our first knowledge of it. Now he has had a chance to elaborate his theory of science, to explain fully all that is involved in the Atomic Science.

The Atomic Science finds it easy to criticise the traditionally accepted science, but Mr. Page is not the first to enjoy doing this. Einstein has made a thousand other scientists enjoy doubting Newton's theory. Mr. Page has supreme faith in Rx and his ability with it to explain clearly what has not been satisfactorily explained by any other science.

The chief interest in the Rx theory is that it is believed by its discoverer to explain everything in physics, in chemistry, yes, and in religion.

If Mr. Page is correct, if Rx is "the life atom," he has done something that no one or all of the other scientists have done.

There is no note of apology in any sentence in this book. Mr. Page believes the Bible as ardently as he believes in Rx. It is refreshing to find a scientist who believes in the Bible without a quaver of doubt, and, to him, Rx is as definite a creation as the Bible itself.

Far be it from us to pretend to have mastered the Rx theory of every phase of physics and every function of chemistry, but we do enjoy being in the presence of one whose infinite patience and limitless faith have solved to his satisfaction every problem of science and religion.

THE SCHOLARSHIP OF TEACHERS IN SECONDARY SCHOOLS. The Sachs Prize Essay of 1926. By Edward A. Fitzpatrick, Dean of Graduate School, Marquette University, Milwaukee. Also an Essay Offered in Competition for the Julius and Rosa Sachs Prize, 1926. By Percival W. Hutson, University of Pittsburgh. Cloth. 210 pages. New York: The Macmillan Company.

No similar book has been offered teachers in secondary schools. The Sachs Prize entered an unexplored field when it centred the thought of aspiring secondary school teachers upon the scholarship of the teachers in secondary schools. It was a new searchlight intensified to the limit, and these two specialists, winner and near winner of the first prize offered in 1926, are broadcasting a great message with a powerful voltage. It is inexcusable for anyone responsible for secondary school teaching not to measure the scholarship of the faculty by this searching test. It is as readable as it is vital. It is a quickener of professional conscience. It is a "code of ethics" measuring the moral sense of the teacher in a secondary school. It is invaluable as a means of ennobling the scholarship of the profession.

Books Received

"High School Administration." By Herbert H. Foster. New York: The Century Company.

"The Golden Trumpets." By Blanche Jennings Thompson.—"Study-Guide Tests in American History," Parts I and II. By M. J. Stormzand.—"Elementary Geography." By F. M. McMurry and A. E. Parkins. New York: The Macmillan Company.

"1000 and One," Fifth Edition.—"Fundamentals in Visual Instruction." By William H. Johnson, M.A., Ph.D. Chicago, Illinois: The Educational Screen, Inc.

"Bread Loaf Talks on Teaching Literature." By Alfred M. Hitchcock. New York: Henry Holt and Company.

"Qualitative Analysis." By W. F. F. Shearcroft. New York: Oxford University Press, American Branch.

"Cotton Mill Mathematics." By Thomas H. Quigley, W. S. Smith. Atlanta, Georgia: Smith, Hammond & Company.

"The New England Economic Situation." By Harvard undergraduates. New York: A. W. Shaw Company.

Improved Healthful Conditions

ESTABLISHED 1869

Surrounding the Use and Transfer of Free Textbooks Can Be Obtained by Protecting Them With

HOLDEN BOOK COVERS

Save Books Save Money Save Health

HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

Quick Thinker

Policeman—"Did you get his license?"

Injured Pedestrian—"Yes, here it is. I yanked it off as he rolled over me."—Vancouver Province.

The Smart Alec

"There is one word in the English language that's always pronounced wrong."

"What word is that?" asked the easy mark.

"Why, wrong, of course!"—New York Times.

Not a Bad Idea!

Boring Young Man (holding forth to pretty girl)—"You know, I'm funny like that—always throw myself into anything I undertake."

Pretty Girl (sweetly)—"How splendid! Why don't you dig a well?"—Missouri Outlaw.

Poor Fish

Sap—"Do you like codfish balls, Mr. Simp?"

Simp—"I dunno, I never attended any."—Pathfinder.

Positively Silly

"Did you ever know that long hair makes a man look intelligent?"

"Well, I don't know about that. I once saw a wife pick one off of her husband's coat and it made him look rather foolish."—College Life.

Shipwrecked

Tom Tar—"Why does that big cannibal look at us so intently?"

Buccaneer Bill—"Evidently he's the food inspector."—Kansas City Star.

Not for the Public

"Would you like some views of the hotel to send your friends?" asked the polite hotel manager.

"Sir," replied the disgruntled guest, "I think it would be better for me to keep my views of this place to myself."—Montreal Gazette.

Nursery Rhyme for Grown-Ups

Mary had a little lamb,
Given by a friend to keep.
It followed her around until
It died from want of sleep.
—Exchange.

An Elongated One

Bobby, a five-year-old, was fond of squeezing tooth-paste out of the tube. One day he asked: "Mother, how much may I take?" "About as big as a bean," returned mother. Out squirted the tooth-paste. Just then his mother passed by and exclaimed: "Oh, I said as big as a bean!" "Yes, I know, mother, but this is a string bean."

In Sympathy

"If there are any ignoramuses in the room, please rise," said the teacher sardonically. There was a pause, and then Johnny rose to his feet.

"Why, Johnny, do you mean to say that you are one?" she inquired in surprise.

"Well, teacher, not exactly," replied Johnny, "but I hated to see you standing alone."

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES
Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
Portland, Me., 415 Congress St. — Birmingham, Ala., 808 Title Bldg.
New York, N. Y., 225 Fifth Ave. — Kansas City, Mo., 1020 McGee St.
Syracuse, N. Y., 402 Dillaye Bldg. — Portland, Ore., 409 Journal Bldg.
Philadelphia, 1420 Chestnut St. — Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

Established 1890 — Incorporated 1904
THE EASTERN TEACHERS' AGENCY
T. M HASTINGS, Manager — 6 BEACON STREET, BOSTON, MASS.

THE CARY TEACHERS' AGENCY Our business is done by *recommendation* in answer to *direct calls* from employers.
C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn. — ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass. — GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

THE FICKETT TEACHERS' AGENCY
Edward W. Fickett, Prop. — 8 Beacon Street, Boston
Telephone Hay. 1678. — Established 1885

THE PRATT TEACHERS' AGENCY
70 FIFTH AVENUE, NEW YORK
Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

JOURNAL MAIL BAG

Big Christian Brother—Big Christian Sister

Editor, Journal of Education:—

We all know the value of the Sunday School to the church and nation. An important movement is on foot to bring under church influence several millions of public school scholars who do not attend Sunday School or church.

This is accomplished by releasing the children for one hour of one day in the week, so that they may attend a nearby church for the purpose of religious instruction.

The work in St. Paul is in the hands of Ramsey County Sunday School Association, a branch of the American Sunday School Union, which I understand has organizations in each of the states of the Union, and that every county, or group of counties is supervised and Christian activities aided in every way in its power.

Why should there not be an effort made to establish a Big Christian Brother and Big Christian Sister movement in connection with the American Sunday School Union, and this giving of an hour's instruction in the church through the week to public school children?

We all know that children regularly attending Sunday School rarely come into the hands of the police and courts, and any plan that will help to give adults more or less of a proprietary interest in a child or two, would strike, I am sure, a very responsive chord in the hearts of millions of our people who by some such simple plan would be led to "adopt" one or more children year by year, for this broad purpose.

This is not another association, for if the American Sunday School Union were to receive a million contributions they would probably have to hire a few more clerks to handle the money, but they wouldn't start another organization necessarily. By means of this plan it is quite possible that several million more of our people will lend a hand in this way.

Periodically there might be a meeting, perhaps once or twice a year in a church or public school of these Big Christian Brothers and Sisters with "their" children, so as to get in touch with them, spend an evening and give them some slight refreshment.

Would not such a movement and simple entertainment do much to bring about closer co-operation between millions of adults and millions of our children? I am told that 27,000,000 young people in this country under twenty-five years of age are outside of Sunday School activities.

Then there is the advantage of periodical publicity to this movement in our daily papers; space is given regularly to doctors and people who give advice on the bringing-up of children, etc. All splendid work, but nothing more necessary to the church and to the nation than this Christian work with un-Sunday-Schooled children.

J. W. HAMILTON.
740 Fuller Avenue,
St. Paul, Minnesota.

A Contrast in Teaching Experience

Editor, Journal of Education:—

I taught in the upper grades for many years, and when the pupils, of the seventh and eighth grades, were transferred to the Gillespie Junior High School in the spring of '27, I selected second grade as my new teaching field. I knew it would be a great change, but I did not realize how great the change would prove to be. At first I was completely at sea, nothing that I did seemed to be right, the order did not suit, the attention was nil, that bothered me more than anything else. Would I ever come down to their level! I was advised to devote most of my energy to Reading, which I did. Each child having a book in his hand, attention could be more readily secured, and things began to improve, but nevertheless, I was ready for my summer vacation.

In the fall I returned to my work in the second grade, not with slow and lagging steps, but ready and anxious to see how things would work out during the fall term. Things are working out in a very satisfactory way, I have found the children of that age most lovable, eager to learn, and quick to respond. I have been twice to the "Logan Demonstration School" and received quite a little help in that way.

"Do you enjoy teaching the second grade children as well as those in the eighth grade?" is a question frequently asked me. There are many differences in the reactions of the children of the two widely separated ages and in both cases one feels amply repaid for the service which must necessarily be rendered, but all in all, I can truly say that the innocency of second grade children, their implicit faith in their teacher and their willingness to do their best in every circumstance is most refreshing and leads me to answer the question at the beginning of this paragraph, thus: "If it were possible to relive my teaching years I believe I would prefer to work with the younger children."

AMY L. HAYWARD.
Boker School,
Philadelphia.

The Balanced Life

It does not seem entirely clear that all the types of exercise popular in our colleges, especially the more violent sorts, are the best preparation for men whose lives will be largely urban and sedentary, and whose recreations must be, perforce, somewhat restricted in duration and intensity. Team play and competition have their very valuable educative features, but they should not be allowed entirely to overshadow and rob of their zest such wholesome diversions as walking, climbing, riding, and other exercises very often easily accessible, capable of being enjoyed in company or alone, and demanding little readjustment when carried over from the college to after life.

But I am here yet more concerned with education as preparing for mental avocations, which refine, diversify, and broaden the serious satisfactions (as opposed to the more temporary and time-filling amusements) of life. . . . Just here, I believe, is one of the greatest challenges to our educational system to equip men not only for the vocations, that they may be worth more to their employers, but also to stimulate them to an interest in wholesome and worthy and diversified avocations, in which they may be worth more to themselves, and rise above the level of the mere tired business man. . . . For, after all, one of the surest tests of an educated man is his behavior when alone, and now and again one whose formal education has ceased with the grade schools has developed, by self-training, inward resources which would put to shame many a doctor of philosophy. . . .

Doubtless in college generations of an older day there was much of unwholesome solitude, conducive to morbidity and idiosyncrasies; but the pendulum has now swung far, and in the present day of haste and turmoil, with its superstitious trust in organization and "getting together," and the increasing trepass of publicity, sociality, and jazz upon domains properly consecrated to privacy and reflection, it should be the care of higher education to lead in the development of what John Greenleaf Whittier has so well called "ordered lives," not meaning thereby lives of convention or mere conformity, but of due proportion and harmony.—From the inaugural address by President Pease, Amherst College.

TEACHERS' AGENCIES.

BARDEEN-UNION TEACHERS AGENCY

PERSONAL ACQUAINTANCE DISCRIMINATING SELECTION
CAREFUL RECOMMENDATION

FREE REGISTRATION
PROMPT AND CAREFUL RESPONSE TO INQUIRIES

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

43RD YEAR

25 E. Jackson Blvd, Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn.
York Rite Temple, Wichita, Kansas

TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

KELLOGG'S AGENCY recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place, or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.
6 Beacon St. . . Boston, Mass.
ALVIN F. PEASE, Manager
Long Distance Telephone
Member of National Association of Teachers' Agencies